

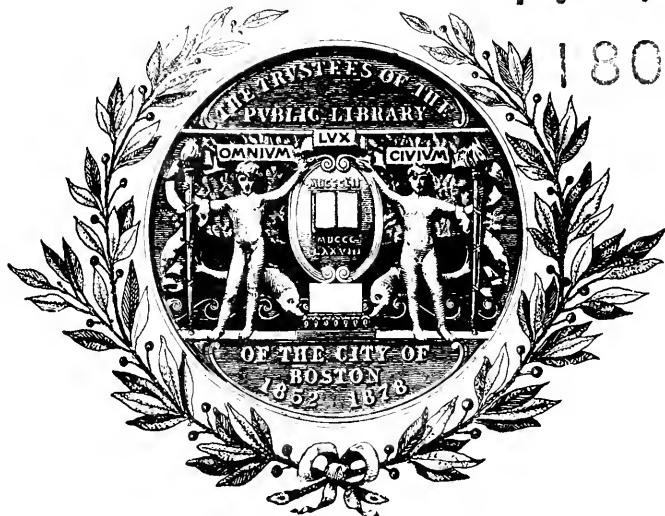
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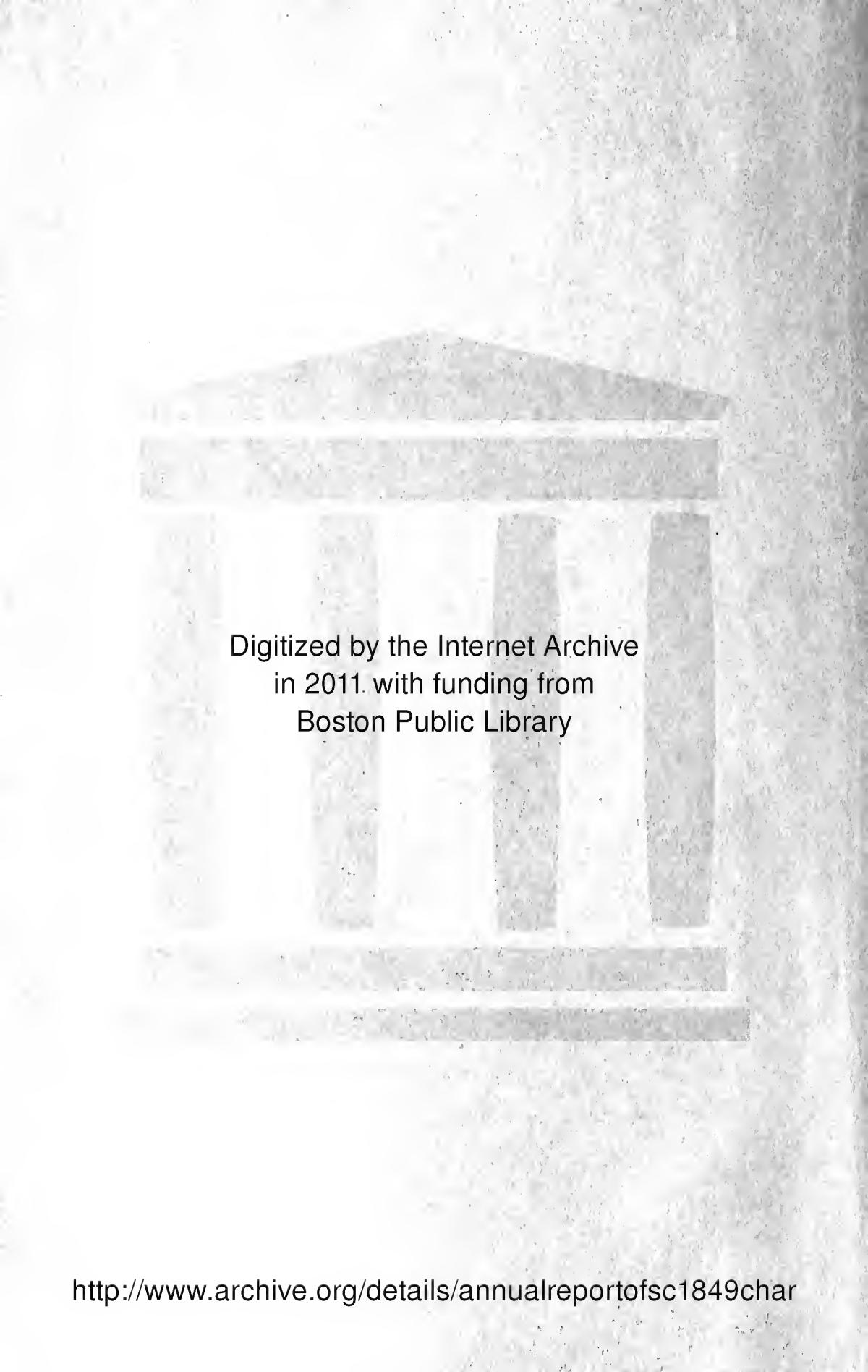
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A faint, large watermark of a classical building, possibly a library or temple, is visible in the background of the page. It features a central pedimented entrance flanked by columns and topped with a triangular pediment.

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ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE

City of Charlestown.

October, 1849.



**CHARLESTOWN:
WILLIAM W. WHEILDON, PRINTER.
1849.**

R E P O R T .

For more than half a century, it has been the custom of the Trustees of the Public Schools in Charlestown, to present their report to the citizens at the close of the period for which the successive Committees have been elected.

These School Reports have generally been presented about the 1st of April—the time for closing the financial affairs of the town, which period, has also been the time for closing its municipal affairs.

By an act of the last Legislature of this State, the charter of the City of Charlestown was so far amended as to fix the time for electing the several boards of city officers, on the second Monday of December in each year, and to change the period for closing its municipal year, to the first Monday in January, while its financial year remains as before.

With two exceptions, the school reports were not printed previously to the year 1838. At that time, and for each successive year, the report has been printed and distributed to the citizens, before the annual election of the School Committee. Your present Committee, in accordance with this practice, would now submit their report of our public schools; not however, "as a philosophical treatise,"—for this is rarely looked for in a common school report, and would not be "in accordance with the fitness of things;" but as a plain and simple statement of the affairs of our public schools at the present time.

The last school report was made up for the year closing on the 31st of January last. This report, in order that it may be distributed previous to the election of a new committee and the close of

the present municipal year, is made up to the 31st of October, 1849;—embracing a period of nine months from the date of the previous report.

The usual semi-annual examinations of the schools have been attended to by their respective sub-committees, and they have devoted much time to this service, especially at the recent examinations in the month of October. The annual exhibitions of the Grammar Schools, have invariably taken place in the spring of the year, at about the close of the winter term of these schools. This term is generally less interrupted by vacations, and is more fully attended than the summer term; therefore, it is the most appropriate season for these occasions, and affords a better opportunity than any other period of the year, for judging of the success with which the teachers have labored and of the attainments made by their pupils.

By the rules of the School Committee, the time for holding the exhibitions, is at some period during the first fifteen days of April in each year. This arrangement gives to each new Committee, an opportunity of conducting one semi-annual examination and also the annual exhibition of the schools, before the time for the annual election of teachers, which is held at the last regular meeting of the Board in the month of May.

The Committee have not thought it expedient or proper to change the time for holding these exhibitions, though they have usually been held about the time of presenting the annual report.

Scholars who are eight years old and who are found qualified, are promoted from the Primary to the Grammar Schools, on the first Monday of May and November, after the close of the semi annual examinations of these schools; but no promotions are made from the Grammar to the High School, except on the first Monday of May in each year.

The following table contains a statement of the number of scholars, together with other statistics relating to our Schools at the close of their examinations on the 31st of October, 1849.

Rank of School.	No. of Schools.		No. of Teachers and Assistants.	No. of Scholars during the Nine Months.	No. of Scholars at the close of the Term.	SEXES.		Average attendance during the Nine Months.
	Boys.	Girls.				Boys.	Girls.	
High School.. ..	1	3	119	81	31	50	95	
Grammar Schools ..	5	29	1907	1274	630	644	1096	
Primary Schools ..	28	25	2479	1634	842	792	1150	
	34	57	4505	2989	1503	1486	2341	

In this table is stated the number of scholars who have been members of the High and each of the Grammar Schools during the past nine months, together with the per centage of absences in each school.

SCHOOLS.	Whole Number of Scholars for Nine Months.	Whole Number of Scholars at the close of 9 months.	SEXES.		Average attendance during nine months.	Per cent of absences for 9 months.
			Boys.	Girls.		
High School.. ..	119	81	31	50	95	5½*
Buuker-Hill, No. 1..	167	136	68	68	105	16
" " 2..	102	85	44	41	72	14½
Warren.. ..	248	175	82	93	143	17½
" " 2..	290	176	72	104	153	19
Winthrop.. ..	300	175	90	85	144	20
" " 2..	245	161	86	75	134	18½
Harvard.. ..	283	186	97	89	169	17
" " 2..	272	180	91	89	176	15½
	2026	1355	661	694	1191	

* The absences in this School are confined to a very few individuals, and have been mostly occasioned by sickness.

The Grammar Schools will be increased on the first Monday in November, (5th day) by promotions from the lower schools as follows, viz :—

To the Bunker Hill No. 1,	. . . . .	5
" " " No. 2,	. . . . .	22 — 72
" Warren No. 1,	. . . . .	19
" " No. 2,	. . . . .	19 — 38
" Winthrop, No. 1,	. . . . .	30
" " No. 2,	. . . . .	26 — 56
" Harvard, No. 1,	. . . . .	14
" " No. 2,	. . . . .	19 — 33
Total increase,	. . . . .	— 154

The laws of this Commonwealth have heretofore required School Committees to make a return of the number of children in their respective Cities or Towns, who were between the ages of 4 and 16 years, on the first day of May in each year; but by an act of the last Legislature, the return is now required for those between the ages of 5 and 15 years; and in conformity to this law, a census of the children in this city between 5 and 15 years of age on the first day of May last, was taken in that month, when there were found to be 2,792 of the above ages.

It appears from the returns made by the teachers of the several schools, that members of the School Committee, have made 18 visits to the High School, 333 to the Grammar and 420 to the Primary Schools, during the past nine months; in these, however, are not included all the visits which were made for the semi-annual examinations of these schools.

There has been no change made in the organization of our Schools, nor in the number of teachers employed in them, nor in the amount of salary paid for their services, these all remain as they have been, for the two years past. Our citizens have continued to them their confidence and support, and it has been the earnest endeavor of the Committee, to render them worthy the patronage which has been so willingly bestowed upon them.

The city ordinances provide, that a detailed statement of all the expenses of the city, shall be made by the City Auditor at the close of each financial year; therefore a statement of the school expenses is unnecessary here. Besides, as the financial year does not now close with the municipal year, a complete statement of the school expenses could not be presented in this report.

The following table contains the statistics of the Primary Schools, showing their location,—the number who have been members of each, for the nine months ending October 31,—together with the average attendance,—the sub-committee of each school, &c.

	Teacher's Names.	Location of Schools.	No. of School.	Sub-Committee.		
				SEXES.	Boys.	Girls.
1	Caroline Phipps	Near Bunker-Hill School House..	73	Whole Number of Scholars for months to Oct. 3	36	33
2	M. B. Skilton	Mead street ..	94	Whole Number in School Oct. 31.	58	41
3	E. M. Sweetser	Rear of 187 Main street ..	100		35	30
4	H. M. Rice	Basement of Warren S. House ..	81		45	45
5	M. H. Farnsworth	Elm street, near High street ..	87		55	51
6	S. H. Woodward	Elm street, near Medford street ..	109		51	46
7	S. L. Sawyer	Main street, rear of 162 ..	126		56	56
8	E. A. Thorndike	Corner of Cross and Bartlett sts ..	66		54	54
9	S. E. Woodbridge	Corner of Cross and Bartlett sts ..	120		45	45
10	Elizabeth Enes	Common street ..	82		47	47
11	Joanna S. Putnam	Common street ..	93		41	41
12	M. E. Pennell	Bow street ..	87		48	48
13	M. E. Lincoln	Bow street ..	97		57	57
14	Sarah E. Smith	Bow street ..	119		64	64
15	Jane E. Rugg	Bow street ..	90		56	56
16	A. H. Hinckley	Common street ..	125		68	68
17	Elizabeth W. Butts	Bunker-hill street, at Point ..	121		68	68
18	Louise A. Pratt	Moulton street ..	139		68	68
19	S. E. Sanborn	Wintrop street ..	113		61	61
20	E. C. Hunting	Corner of Sullivan and Bartlett sts.	77		53	53
21	Louisa Hunting	Corner of Sullivan and Bartlett sts.	109		48	48
22	Frances M. Lane	Cor. Haverhill st. and Medford road	95		70	70
23	S. J. Bradbury	Common street ..	57		60	60
24	Ann M. Gregory	Ward-room of Ward 2 ..	64		49	49
25	F. A. J. Morse		155		45	45
			2,479	Average attendance for nine months.	842	792
			1,634	Present at the recent Examination.	1,150	1,400

It will be seen by the foregoing table, that there are now 1,634 children belonging to the Primary Schools, which is an average of 65 to each school, and that the average daily attendance since the date of the last school report, has been 1,150, or 46 to each school.

The Committee do not always find, where the studies are fewest in number in these schools, that the chidren are the most thoroughly taught, or that they are the most interested in their teacher or in the exercises of the school. If it be true that "the teacher makes the school," then we must look to the energy, the interest and the devotion with which she pursues her daily task, if we would estimate the kind of results we may hope to realize from her labors with those over whom she is placed. The spirit with which she conducts her school, will be imparted to her pupils, and they in turn, will generally manifest the same degree of life and interest which is portrayed to them by their teacher.

Thoroughness in whatever studies are pursued in these schools, is essential to the success of the scholar when advanced to a higher school, and the importance of this should not be lost sight of by the teacher, in her desire to transfer her pupils to the Grammar Schools, nor by parents, in their earnestness to see their children promoted to these schools at the earliest period at which they are allowed to enter them:—let them be thorough in what they attain in the Primary Schools, and success will more surely follow their efforts when promoted to the upper schools.

The Primary Schools are generally in a good condition, and their teachers competent, faithful and devoted to their work.

These are a class of Schools which often require a great degree of patience and perseverance on the part of those who are placed over them;—they must truly be those "in whose *hearts*, love, hope and patience, have kept school," and there been carefully cultivated and thoroughly disciplined. It is not unfrequently the lot of these teachers, to come in contact with neglected, or perverse, or self-willed children, who require almost unremitting effort on the part of the teacher, to fashion anew their manners and soften their habits; —demanding a renewal of her patience, as each morning brings her to her labor and each evening closes upon her with hardly a perceptible advance from the point at which she commenced her morning task. Nor can these labors be cheered or lightened, except by her faith in the power of Christian love, and

her hope, that by her kind and ready sympathy, she shall at length win their hearts to the love of goodness, and their minds to the pursuit of knowledge;—thus, by turning their thoughts to the ways of happiness and their minds into the channel of true wisdom, she will feel that her labors are blest, and that in this she *has* her reward.

It is expected, that those who are presented for promotion to the Grammar Schools, will be able to read easily and correctly from the reading lessons which they are accustomed to use in the Primary Schools, or from others similar to them;—to spell accurately,—answer readily the early and easy lessons in the four ground rules in Arithmetic;—to be familiar with the rules for punctuation and abbreviation, and also with the early exercises in the vowel and consonant sounds and their combinations.

Number of Scholars, Attendance, Studies, &c. in the High and Grammar Schools.

SCHOOLS.																						
		No. of Scholars for 9 months.									No. of Scholars at end of Term.											
		Average Attend.									Present at Examination.											
		Reading.	Orthography.	Writing.	Arithmetic.	Grammar.	Geography.	Composition.	Declamation.	History.	Ancient History.	Green's Analys's of Eng. Gram.	Geometry.	Natural Philosophy.	Rhetoric.	Book-keeping,	Latin,	Algebra.	Map and other Drawing.			
High School	119	81	95	79	81	81	44	..	81	35	..	44	20	37	37	81	78	62	44	44	38
Bunker-Hill No.	1.	167	136	105	112	136	136	136	59	136	38	20	11	..	..	..	..	..	..	136	..
..	..	2.	102	85	72	69	85	85	85	..	85	..	..	..	..	..	..	..	..	30	..
Warren	..	1.	248	175	143	157	175	175	175	71	175	38	20	31	..	..	..	..	..	..	375
..	..	2.	290	176	153	154	176	176	176	56	175	14	25	14	..	..	..	..	..	..	..
Winthrop	..	1.	300	175	144	149	175	175	175	80	175	40	17	17	..	..	..	..	..	..	..
..	..	2.	245	161	134	123	161	161	161	81	161	38	14	18	..	..	..	..	..	..	..
Harvard	..	1.	283	186	169	173	186	186	186	83	186	83	83	41	..	..	..	..	..	..	..
..	..	2.	272	180	176	166	180	180	180	63	180	63	56	28	..	..	..	..	..	..	..

SUB-COMMITTEES :-

Warren School.

High School.
George P. Sanger.
Joseph F. Tufts.

Bunker-Hill School.

Lemuel Gulliver.
Henry Lyon.

Winthrop School.

Charles W. Moore.
N.Y. Culbertson.
George Cutler.

Harvard School.

James Adams.
William Tufts.

HENRY K. FROTHINGHAM, EX-OFFICIO Member of each Sub-Committee.

HIGH SCHOOL.

CALEB EMERY, Principal. **WILLIAM C. BRADLEE**, Sub-Master.
REBECCA T. DUNCAN, Assistant.

The visits which have been made to this school, and the recitations which have been occasionally listened to by members of the Committee, have made them acquainted with the condition of the school and the progress which the several classes were making in the studies pursued by them.

Recently, the sub-committee of this school have given it as extended an examination as their time would permit. "The number of classes in the school is sixteen, exclusive of exercises in reading, declamation, composition, drawing of maps, &c. To each of these classes an hour was given by the Committee—both members of the Committee being present at the examination of fourteen of the classes; one only at the examination of the other two classes." The Committee report the "condition of the school as highly satisfactory; there was a marked improvement in the tone of voice in which the recitations were made, over that of the last examination, which leads the Committee to look with confidence, for still further improvement in future. In the recitations in Physiology, Natural Philosophy, Grammar, Analysis and in Latin, your Committee noted thorough training on the part of the teachers and a commendable degree of proficiency on the part of the pupils. Your Committee feel that they cannot too highly commend the appearance and recitations of the first class in Latin and in Geometry. They would have done credit to a class in our colleges, for promptness, thoroughness, exactness, and for a full understanding of the Language, or of the Problem which was to be solved. A higher perfection in the discipline of the school can hardly be desired, and yet there is no appearance of harshness or an undue exercise of authority."

The prominent idea in the discipline of the school appears to be, that the pupil shall know himself, not only with respect to his conduct in school, but also to his fidelity in the prosecution of his studies and the attainment he makes in them;—thus fixing a standard by which he shall measure himself and determine his position in his class, which place he will either fall from or advance above, in proportion to the effort he makes, relatively to the exertions of his associates in the class and in the school. "The result

of this examination in the minds of your Committee, is, renewed confidence in the teachers of the school and a firmer belief, that the High School is doing a good work. If it is permitted to exist long enough for a fair trial and test of what it can accomplish in the cause of education, its best and most eloquent advocates will be, the young men and women who have been favored with its privileges and taught within its walls."

BUNKER HILL SCHOOLS.

No. 1.

DAVID ATWOOD, Principal.

JOSEPH B. MORSE, Sub-Master.

MARTHA A. CHANDLER, Assistant.

No. 2.

M. LOUISE PUTNAM, Principal.

MARY A. STOVER, Assistant.

"The Committee are happy to say of these schools, that by the united efforts of the teachers connected with them, the scholars are believed to be making good progress in the various studies pursued, and that they appear to be orderly, industrious and happy."

"The instruction in School No. 1 appears to have been systematic and thorough, and the scholars appear to understand whatever subjects they have gone over." In School No. 2, "there prevails an air of quiet and order which is very pleasing and creditable to both teachers and pupils." Owing to the great accessions which have been made to the lowest classes in this division of the school, since February last, (about fifty having entered them since that period) they do not appear quite as well as at some former examinations;—30 have entered the lower classes within about four months; it can therefore, hardly be expected, that they should be found in thorough training in all respects, in so short a period.

WARREN SCHOOLS.

No. 1.

CALVIN S. PENNELL, Principal.

THOMAS METCALF, Sub-Master.

M. LOUISE BURROUGHS, 1st Assistant.

M. M. HAYES, 2nd Assistant.

No. 2.

JOSEPH T. SWAN, Principal.

WILLIAM S. REYNOLDS, Sub-Master.

MARY J. CHANDLER, 1st Assistant.

SARAH T. CHANDLER, 2nd Assistant.

"The sub-committee on these schools, are gratified in being able to report, that in their discipline—the general deportment of the scholars and in all other respects, they are in a satisfactory condition. Several of the classes, for thorough scholarship in the various branches they are pursuing, are eminently creditable to their teachers, and to the high character of the public schools of this city." "The proficiency of the upper classes in their exercises in reading and their recitations in Arithmetic, Grammar and Geogra-

phy, were highly gratifying, and with the recitations in the lower divisions, the Committee were fully satisfied." "The teachers appear to be competent and faithful, and to have done their whole duty to the children intrusted to their care."

WINTHROP SCHOOLS.

No. 1.

LUTHER W. ANDERSON, Principal.
CHARLES F. LATHAM, Sub-Master.
AMY M. BRADLEY, 1st Assistant.
S. ABBA CUTLER, 2nd Assistant.

No. 2.

WILLIAM S. WILLIAMS, Principal.
SAMUEL S. WILSON, Sub-Master.
A. A. MORTON, 1st Assistant.
LUCY F. HALL, 2nd Assistant.

All the classes in both schools were examined by the sub-committee on these schools; both members being present at the examination of the upper divisions in each, and but one, at the examination of the classes in each of the lower divisions.

"The Committee deem it sufficient to say, generally, of the two lower divisions in each of these schools, that, without making a nice discrimination, they are in a prosperous condition, and that the recitations were generally prompt and correct. The results of the examination of these divisions, were creditable to the teachers and satisfactory to the Committee." The two upper divisions of each of these schools, under the charge of the Principals and Sub-masters, "passed a satisfactory examination in the various studies pursued, and your Committee are happy to express a favorable opinion of the ability and fidelity of the teachers" in these divisions of the Winthrop Schools.

HARVARD SCHOOLS.

No. 1.

STACY BAXTER, Principal.
WILLIAM H. LADD, Sub-Master.
JULIA E. HINCKLEY, 1st Assistant.
S. F. KITTREDGE, 2nd Assistant.

No. 2.

JOHN P. AVERILL, Principal.
HIRAM A. OAKMAN, Sub-Master.
REBECCA DRAKE, 1st Assistant.
ADELINE M. WEST, 2nd Assistant.

"The committee on these schools would state, that in most of the studies, the scholars of all the principal divisions, manifested a high degree of proficiency and thoroughness, which was alike creditable to the teachers and their pupils. By the intelligent and ready answers to a great variety of questions put to the scholars in the two upper divisions of each school, your Committee cannot but feel assured, that their instruction has not been mechanical, but that they have been taught to think for themselves." "The scholars in the third division of each of these schools, generally gave satisfactory evidence of assiduity and improvement,

evincing fidelity on the part of the teachers having charge of these divisions. Several of the exercises in the junior divisions, were not as satisfactory to the Committee as they could wish;—from some cause not fully accounted for, there appeared to be a want of interest on the part of many of the scholars, which it is to be hoped will be remedied in future."

In the death of Mr. John S. Osgood, Sub-Master of Harvard School No. 2, which took place on the 22d of September last, this school and our corps of teachers, have been called to sustain a severe loss, occasioning a degree of sadness which has shown the strong hold he had gained upon the respect and esteem of his colleagues, and in the affections of the children who were immediately under his instruction.

MUSIC.

J. EDGAR GOULD, Teacher of Music in the High and Grammar Schools.

The teaching of vocal music has been continued in these schools the past year.

But few will deny, that music has a power over the moral feelings, and when associated with words which appeal to the higher sentiments of the human heart, and echoed upon the ear from the hundred-voiced throng of a well-filled school-room, it can rarely if ever fail of producing there, a salutary influence.

It can be taught without interfering much if any with the other branches of study pursued,—it cultivates a taste for this accomplishment, the influence of which will be felt in the community,—it is conducive to health,—an aid to good order and discipline in school, and an improvement in the work of popular education.

One thing to be guarded against in promoting scholars from the Primary to the Grammar Schools, is, sending them to these schools before they are properly qualified. The requirements for admission to the Grammar Schools are as low as prudence or the welfare of these schools will warrant, and therefore, it becomes a matter of some importance, that they are carefully adhered to; for unless the scholar is well trained in those studies required before entering the upper school, he will not be very likely to make much progress after his admission, as the inducement to effort is then

to some extent removed, because he will no longer be stimulated by the encouragement of his Primary teacher, or by the appeals of his parents, to make him ambitious to find his name early enrolled among those of his associates who have already gained admission to these schools.

The motives which induce children to attend school, are so mixed and varied, that no general rule or incitement can be presented by a teacher to the members of his school, and produce the same effect upon all. Some of his pupils will be brought to the school-room by a love for study,—some to acquire what they believe may be of value to them in after life,—some from a sense of duty to their parents,—some from a wish to excel,—some from a love of approbation,—others from a desire to stand well in their own estimation, or in the estimation of their teachers or school-mates,—and a few because they are driven or almost forced to the school-room by parental authority. The teacher, therefore, must consider the nature and character of the minds upon which he is to operate, and while he is guarding against the excitement of every unworthy motive, take care to draw out and encourage by all appropriate means, every virtuous aspiration and every noble sentiment of the heart.

In the matter of teaching, there is but little reliance to be placed in those systems which claim to give a “thorough knowledge of English grammar” in two or three evening lectures, or which will enable the learner to read, translate, or pronounce accurately and fluently, the Latin, French or Spanish languages, by the help of books alone—unaccompanied by the aid of a skilful and experienced teacher:—knowledge so acquired can never be of great value to him who *thinks* he has secured it.

To be properly gained it must be labored for, and that which is worth having is worth the labor it requires, and if properly secured, its value to the possessor is increased, and affords him that true satisfaction, which always attends the successful efforts of constant and persevering industry.

Your Committee believe that the condition of the Public Schools in this city, is such as will satisfy the expectations of every reasonable citizen. They have just been thoroughly examined,—much time having been devoted to each of the Grammar Schools, by the several sub-committees on them, and the requisite amount of time to ascertain the standing of the Primary Schools, has been devoted

to them ; and the Committee feel bound to say, that they are in a standing creditable alike to the teachers and their pupils. To say that there were no defects in any of them, would be saying that, which would hold true with but few, if any schools here or elsewhere. These defects, however, were of no considerable moment, and wherever noticed, were promptly pointed out, and will doubtless be remedied.

Your Committee are confident, that our Schools will bear the test of a rigid examination by any who may wish to make themselves acquainted with their condition.

For several years, the subject of establishing one or two intermediate schools, has been alluded to in the school reports, with a view of providing for a class of children which is always found in populous districts, who are too old to be retained in the Primary Schools without injury to these schools, and yet, they are not enough advanced in their studies to be admitted to the Grammar Schools.

But as this class of scholars must be in one or the other of these schools, it has been thought upon the whole, that they could be better managed in the Grammar Schools. They enter in the lowest division,—embarrass its standing and prosperity, and increase the labors and perplexities of those in charge of this portion of our Grammar Schools.

This division of these schools would appear much better, if this class of children could be provided for elsewhere, until they are fitted to enter them.

The School Committee, in closing the duties which have been intrusted to them, are aware, that their actions are to be judged by those who have conferred upon them this trust.

Whether this judgment comes from those who have the requisite means of determining how this trust has been fulfilled, or from those who have not even a tolerable acquaintance with the condition of our schools and the duties of those who are daily called to labor in them, your Committee have no desire to shrink from the responsibility which rests upon them for the manner in which their duties have been discharged. They are conscious that they have been actuated by a desire to promote the best interests of our Public Schools, and preserve them unimpaired, among these cherished institutions of our land.

It is believed by this Board, that our Schools justly merit the confidence and support of our citizens, and on resigning them to our successors, we cannot but feel assured, that they will earnestly endeavor to promote their welfare and usefulness, and strive to maintain for them, the high rank which is awarded to them among the Public Schools in this Commonwealth.

HENRY K. FROTHINGHAM, *Chairman.*

School Committee Room, }
CHARLESTOWN, Nov. 21st, 1849. }

Voted, That the foregoing Report be accepted by this Board.

Voted, That twenty-five hundred copies be printed for distribution in this city.

EDWARD THORNDIKE, *Secretary.*



